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ABSTRACT

This paper discusses the need for developing provincial/state, regional, and district partnerships to provide critical support for library media programs at the building level. It maintains that the experts who provide leadership at each level must be strong advocates for the integration of the library media program into all aspects of the education program. The greatest need in developing a district library media program is identified as having managers with tireless energy, unlimited imagination, and eternal optimism as well as academic and professional qualifications and competencies. Extracts from three publications published by professional associations during the past 15 years summarize components of services that should be developed at the district level, including: (1) administrative services to handle the establishment and maintenance of system-wide resource services; (2) the coordination of collection development; (3) the establishment of circulation services compatible with the collection; (4) the evaluation of resources; (5) the planning of production and technical services; (6) the development of policies for organizing and maintaining collections and equipment; and (7) professional development and advisory services for school media specialists, classroom teachers, administrators, and consultants. Appendices detail the unique responsibilities of the province, the division, and the school, and provide a copy of a contract between a school principal and the school librarian which shows agreed-upon goals for the school's library. (13 references) (SD)

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18 th I.A.S.L. CONFERENCE MALAYSIA
THEME: THE SCHOOL LIBRARY - CENTRE FOR LIFE-LONG LEARNING

22 - 26 July 1989

Session 2: Organization, Management and Services
Some Case Studies.

2.3: Developing an effective school resource center system: The Winnipeg (Canada) experience

by

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INTRODUCTION

"I care about the future because that's where I am going to spend the rest of my life" is an idea I like more each time I share it with others. It was shared by one of the teacher-librarians in our system as we talked about the direction of library media services and how they have grown in Winnipeg School Division No. 1 in the last twenty-five years.

In September 1963, the first Supervisor of School Libraries was appointed to the Winnipeg School Division No.1. He was given the responsibility of analyzing existing library services in the elementary and secondary schools, and presenting proposals for improving those services. This involved examining library collections, investigating library administration, reviewing book processing procedures, and evaluating current practices in the libraries.

In May 1964, a report was presented to the Administration and Board of Trustees which outlined a ten (10) year plan of development to upgrade the school and district level services. To provide an overview of the development of the succeeding 20 years, appendix I contains a three page media report done for the system, and is an accurate representation of the progress at that time.

The centralization of library media services has gone though several stages in Canada and the United States. In the early 60s and 70s, these centres may have been referred to in the literature as District Resource Centres, District Media Centres, Central Processing Units, Regional Support Service Centres, Teacher Centres. The one common thread in the discussions of these various units is the need for professional, technical, and clerical support services to the front line troops - the teacher librarians in the schools. To varying degrees they

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- the teacher librarians in the schools. To varying degrees they involved library services, audio visual services, production services, professional development programs, consultative functions, co-ordinating activities and teacher make-and-take centres.

The early developments came to the fore when a burst of enthusiasm for school libraries and their potential thrust increased funding into districts in varying degrees for collections, facilities, and personnel. It became immediately apparent that professional staff were needed to provide the leadership and co-ordination for the wise expenditure of the funds. In Canada we piggy-backed on the coat tails of the impact of ESEA funding grants in the U.S. Many of our leading educators were following the "new standards" issued by AASL, and realized their potential.

It may be a chicken and egg discussion as to which comes first - the leaders or the funding. In either case, without one - the other is handicapped. At the same time, one must note that without wise leadership, no amount of money will build a program.

LEADERSHIP

The importance of providing quality leadership at the district level for library media program development cannot be overstated. All districts should employ a district library media director / co-ordinator /supervisor to provide the leadership and direction to the overall library media program in the district. In some geographic areas, more than one district may need to cooperate with a neighbor to contract the services of such a trained professional.

The district supervisor works with central office educators and administrative personnel to develop a philosophical basis for the improvement of both district and building level services. This is particularly important because the funding basis (at the province/state, division/district, and school levels) must be directly correlated with the scope of library services provided at each of these levels in the network. As an elaboration of responsibilities which may fall into each jurisdiction, Appendix 2 is attached from the Saskatchewan (Canada) Department of Education. This is a particularly good representation of the way the development and maintenance of resource centres in Canada are differentiated.

QUALIFICATIONS

The district supervisor must be selected on the basis of knowledge and experience at one or more levels in the school library media program. The leader must have a vision of what school librarianship is, and how it can enhance the total educational system. Credibility and acceptance from school staff will be attributed to the person who has demonstrated what he/she believes in practical terms in the work place.

Managerial, administrative and supervisory competencies must be demonstrated.

Academic qualifications of at least a Master's degree in School Librarianship or Educational Media Management accompanied by the necessary teacher certification for the district are

imperative. Specialized training must be taken in library and information sciences, media and instructional design, and computer applications These qualifications should be at a level parallel to the requirement for senior educational officers in the system.

Ability to manage human resources effectively is very important. Good human relations and communication skills are a high priority.

COMPONENTS OF SERVICE

For an outline of the kinds of services one might expect to be developed at the District level, reference can be made to either MEDIA PROGRAMS : District and School (AASL/AECT), 1975
RESOURCE SERVICES FOR CANADIAN SCHOOL (CSLA/AMTEC), 1977
INFORMATION POWER (AASL/AECT), 1988

These documents all give excellent summaries. The following pages give the details from the Canadian reference, and are cited for their closeness to the Winnipeg model.. CSLA p. 6 - 11.

1. *Administrative Services*

Establishment and maintainence of the system-wide resource services:

a. Establish and maintain working relationships with the senior administration of the school district;
b. Establish and maintain working relationships with school learning resource teachers, classroom teachers, principals, consultants, and others;
c. Establish and work with a district learning resource service advisory committee of classroom and learning resource teachers, principals, consultants, administrative personnel, board members, and students to provide continuing input in the development of the programme;
d. Plan and co-ordinate system-wide resources:
   (1) Carry out continuing assessment and evaluation of existing programmes at the school and district levels to meet changing needs of students and teachers;
   (2) Plan services in co-operation with advisory groups and learning resource teachers;
   (3) Design a system plan for implementation;
   (4) Prepare budgetary estimates and participate in overall district-wide planning for educational programmes;
   (5) Co-ordinate services.

2. *Co-ordination of Development of Materials Collections*

Location of resources at the school and district levels is determined by the fundamental necessity to ensure that all materials are easily accessible and freely available to students and teachers. The principal constraint is one of

financial consideration, and it must be applied with discretion; filmstrips, for example, are not located at district level except for those on highly specialized topics.

The demand for a wide range of materials to support in-depth studies on the less frequent curriculum topics creates a necessity for exchange agreements with other resource centres, public libraries, and college libraries.

Application of this general rule ordinarily results in the co-ordinated development at the district and school levels of material collections according to three basic considerations: convenience to users, unit cost of acquisitions, and technological problems in their maintenance and distribution. A typical arrangement is:

a. Materials used on a continuing basis by students and teachers are usually under the control of the school learning resource centre and may be kept there or signed out to teaching areas for varying periods of time: audio tapes, books, curriculum-laboratory materials, disc recordings, filmstrips, microfilm copies of frequently used materials, manuals, motion pictures (single concept and sometimes reel-to-reel 8 mm), overhead projection transparencies, pamphlets, periodicals, slides, study prints, and video tapes.

b. Some materials may be kept partly in schools and partly at the district learning resource centre depending on frequency of use and/or costs of acquisitions: curriculum development materials, microfilms, models, kits, professional books and periodicals, realia, simulation games, and video tapes.

c. Motion pictures (16mm) are almost always lent from a district collection because of high unit costs of materials and the need for constant inspection and repairs.

d. Collections of masters of certain materials such as filmstrips, overhead projection transparencies, slides, and video tapes, are kept at the district learning resource centre for provision of duplicates to school and/or for electronic distribution by cable or microwave.

3. *Circulation Services*

Maintaining collections of materials at the district learning resource centre is justified from both an educational and financial point of view only when the circulation system is

designed to make materials easily and equitably available to all teachers and students. Procedures for such a system must ensure that users located at a distance from the centre have the same access as those located in the immediate vicinity. Three related factors must be considered:

a. Ready access to the resources by provision of a catalogue which makes it easy for teachers and students to locate materials related to specific topics;
b. A booking system which enables users to reserve materials for use at a specific time;
c. A scheduled distribution service specifically designed to support the reserve booking system.

4. *Evaluation of Resources*

The district learning resource specialist achieves the aim of co-ordinating the development of quality collections of materials by providing guidance and assistance. That goal is not accomplished by dictating the purchase of specific titles. The following points exemplify the type of assistance required:

a. Develop co-operatively general guidelines for selection of materials;
b. Make available from the district learning resource centre a wide range of current and retrospective selection aids;
c. Co-ordinate selection procedures to reduce duplication of effort and give direction to collection development;
d. Co-ordinate procedures for evaluating all materials, especially those which are not adequately reviewed, such as many audio-visual resources. The district learning resource centre should arrange for these evaluations because it is the agency responsible for bringing in materials for preview, circulating them to teachers for evaluation, maintaining for reference purposes a file of evaluation reports, and compiling bibliographies of the recommended titles.

5. *Production Services*

Production services provided by the district learning resource centre are designed to assist teachers in the local production of original materials and in the reproduction of duplicates from master copies of learning materials. This is usually accomplished in one of three ways:

a. Technical support to teachers or school media technicians working in a school learning resource centre (or other decentralized production centre);
b. Technical and logistic support to teachers or school media technicians working in the district learning resource centre;
c. Complete discharge of all production responsibilities by centrally employed media technicians.

In general terms, the degree of decentralization of materials production capability to schools or groups of schools varies directly with the frequency of use in a given medium, except where this natural tendency is reversed by relatively high factors of cost and technical sophistication.

Even where considerable decentralization of production of materials has occurred, the district learning resource centre usually remains responsible for:

(1) Professional and technical advice in the design and production of programmes;
(2) Technical advice on the manufacture of specific materials;
(3) Technical advice on the effective operation of production equipment.

6. *Organization and Maintenance of Collections and Equipment*

The district learning resource centre assumes responsibility for the policies and services essential to organizing resources at the school and district levels, in order to make such materials readily accessible to students and teachers. Responsibilities assumed by the district learning resource centre are:

a. Leadership in establishing policies and procedures for organizing collections of various types of materials;
b. Provision of centralized cataloguing and processing of materials to reduce duplication of effort and reduce work load at the school level. Whether commercial sources are used, or whether the district learning centre assumes direct responsibility for the cataloguing of books, is dependent upon assessment of the estimated volume of production and a realistic comparison of costs. Cataloguing of audio-visual materials, however, must almost certainly be undertaken by the district learning

resource centre because of the lack of standardized commercial services;

c. Selection, purchasing, and organization of initial audio-visual, book and magazine collections to ensure that each new school begins operating with a collection adequate to support its educational programme. To achieve this end, collection development should start approximately a year in advance of the opening of the school;

d. Assistance in the maintenance of school collections by co-ordinating a bindery programme for school learning resource centres;

e. Establishment of policies for the inventory control, repair, and replacement of school and district learning resource centre equipment. Whether the repair service is undertaken by the district learning resource centre, by another department of the school district, or by a commercial agency, it is essential that provision be made to supply replacements, while equipment is being repaired.

7. *Professional Development and Advisory Services*

The district learning resource specialist assumes responsibility for providing professional development programmes (and related advisory services) pertaining to learning resources, as required to meet the needs of learning resource teachers, classroom teachers, consultants, and administrative personnel. This responsibility is discharged by a combination of means such as individual and group consultation, meetings, workshops, seminars, visits to schools, and participation in curriculum planning. Some of the means that may be used are:

a. Assistance with programme planning when instructional strategies centre around student and teacher use of resources by meeting with teachers in schools and in subject specialist groups;

b. Provision of professional development programmes for learning resource teachers to assist them in fulfilling their job as a teaching partner and curriculum consultant;

c. Participation in the work of the district committee responsible for co-ordinating curriculum development so

as, among other things, to ensure the inclusion of a learning resource teacher on all subject curriculum committees;

d. Provision of workshops in equipment operation and effective utilization techniques;
e. Assistance with collection development by evaluating school learning resource centre collections in relation to the educational programmes offered;
f. Consultation with architects and planning staff in designing and equipping new or remodeled schools, particularly in areas involved in the production or utilization of learning materials;
g. Collaboration with planning staff in equipping new or remodeled learning resource centres in schools;
h. Co-operation with district business management personnel in developing and maintaining purchasing and accounting procedures compatible with the needs of learning resource centres at the school and district levels.

The integration of the library media program into the district educational program's goals, objectives and practices is the most important leadership function facilitated by the district supervisor. To the degree that integration of library media services into curriculum development, student assessment, staff development is successful, to a similar degree will the district program have stature and will obtain funding appropriate to its needs.

Vision and advocacy therefore are the two main thrusts that must be tirelessly pursued by the district supervisor. One needs clarity of purpose, and imagination in finding ways to involve others in reaching goals of mutual benefit to the students, teachers, and teacher-librarian.

If at first you don't succeed,
try , try and try again ...
each time another way !

SUMMARY

Provincial/state, regional and district partnerships are designed to provide critical support for library media programs at the building level.

These partners have varying and complementary responsibilities.

The experts who provide leadership at each level must be strong advocates for the integration of the library media program into all aspects of the educational program.

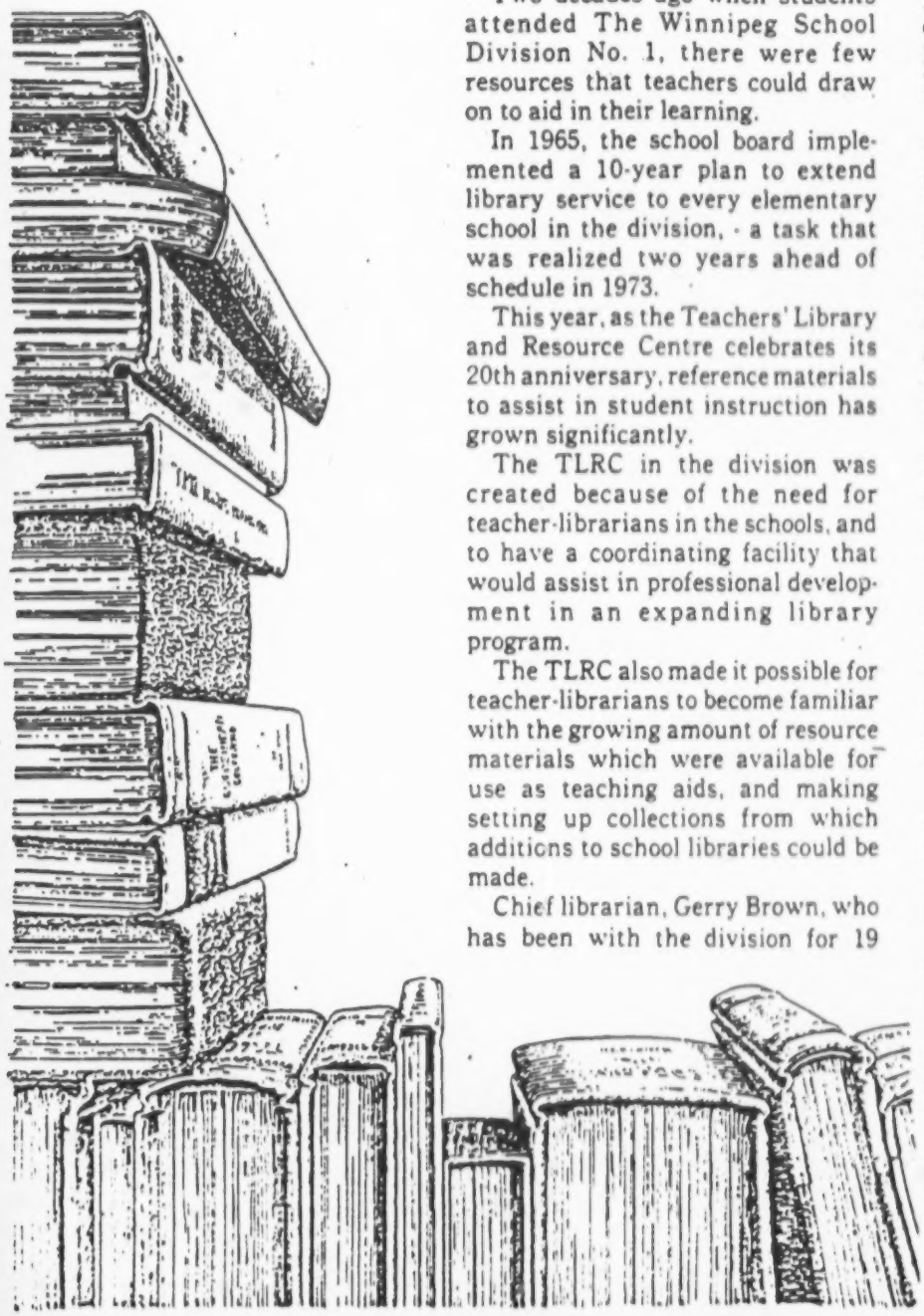
The greatest need in developing a district library media program is to have a person who has tireless energy, unlimited imagination and eternal optimism.

From: Our Schools Appendix 1
Vol. 13, No. 2. April 1985
p. 16-18

20th Anniversary

TLRC provides services to support educational programs

by Sandra Dudych



Two decades ago when students attended The Winnipeg School Division No. 1, there were few resources that teachers could draw on to aid in their learning.

In 1965, the school board implemented a 10-year plan to extend library service to every elementary school in the division, - a task that was realized two years ahead of schedule in 1973.

This year, as the Teachers' Library and Resource Centre celebrates its 20th anniversary, reference materials to assist in student instruction has grown significantly.

The TLRC in the division was created because of the need for teacher-librarians in the schools, and to have a coordinating facility that would assist in professional development in an expanding library program.

The TLRC also made it possible for teacher-librarians to become familiar with the growing amount of resource materials which were available for use as teaching aids, and making setting up collections from which additions to school libraries could be made.

Chief librarian, Gerry Brown, who has been with the division for 19 years, said that when TLRC was established, each secondary school had a central library with a teacher-librarian, who taught part-time.

"Elementary school libraries consisted of limited classroom collections. A major accomplishment has been the provision of library services to support educational programs in all the schools of the division. Each school has one or more teacher-librarians on a full-time, or part-time basis who give assistance to the classroom teachers in lesson plans using library resources," the chief librarian said.

The first service the TLRC offered librarians and teachers was a book collection. Later small format media such as films, cassette tapes, film strips and film loops were added.

In 1967 when a film library was established and film could be used more effectively in larger groups, small format media for classroom teaching was reduced and the smaller media were used for individualized learning.

Acquisitions of additional audio-visual equipment, including videotape equipment, extended the variety of resources available to teachers in supplementing lesson plans.

"The professional development of the TLRC has laid a broad base for a larger educational program in the schools. We have tried to build a library and media services program as an integral part of the classroom," Mr. Brown said.

Using the school library as part of classroom learning means that teacher-librarians are freed from the mechanics of library operation to assist classroom teachers and students with projects.

TLRC audio-visual maintenance technicians Ron Hayden and Brian Fussey examine equipment.

The processing of books and resources is now handled by school library clerks or library technical assistants in conjunction with personnel at TLRC.

"This has contributed to a strong professional development program for teachers and access to library resource teachers for students," the chief librarian commented.

The network of support services and materials offered through TLRC are headed by Mr. Brown, assisted by library and media services consultant Jean Baptist.

They are aided by Mary Green, head of technical services; Anne Hicks, head of cataloguing and reference librarian, Corinne Tellier who are supported by 14 clerical staff, two audio-visual maintenance technicians and two library technical assistants.

The chief librarian's main responsibility is in library personnel development. He works closely with principals and school librarians in matching school needs and consults with principals on library personnel evaluation.

His other responsibilities include efficient management of TLRC and renders assistance in physical development of division libraries, equipment and collection purchases. He also provides liaison with other consultants in the division, principals, members of the senior administration and external agencies.

For Jean Baptist, her main duty is working with schools to improve library programs and to make new librarians aware of the library program.

She is also responsible for the vital aspect of professional development of library personnel through the provision and organization of workshops and study sessions. These concentrate on literary and cultural appreciation and independent learning skills of students and organization and administration of libraries.

Another area of responsibility of the library and media services consultant is in the division's film development program. Here, Ms. Baptist meets with film representatives, identifies films for preview, manages preview programs in 15 schools and makes final selections for purchase.

Ms. Baptist also works with library media service personnel committee members in producing TLRC's handbook which explains the division's library services program.

Explains the division's library services programs

Library technical staff assist schools in ordering, acquiring, cataloguing and processing resources and materials. The staff also maintains files of publishers and provides information on selections for school use or purchase. Purchase information is verified, school orders are pooled for discount and budget records maintained.

The staff maintains a master data file of all books and library materials in the division, as well as producing catalogue cards, coding, processing, rebinding and repairing materials. Delivery and pick-up of materials from all schools is also handled by this department.

Another feature offered to schools is in production services in the provision of equipment, resources and limited technical assistance to teachers in the preparation of materials including laminating, cassette and videotape dubbing and mastering of transparencies.

Earl Grey grade seven student Billy Bablecos uses filmstrip projector for individualized learning.

The maintenance technicians who work in the division's audio-visual depot, repair all equipment used in the schools, including microcomputers.

Maintenance personnel keeps an inventory of frequently used parts and assists with divisional equipment inventory. Help is also given to library technical assistants in summer maintenance programs conducted in junior high and elementary schools.

Other audio-visual services offered include loaning equipment in school emergencies, provision of specialized equipment and resources for special events.

Approximately 30,000 items are circulated annually through TLRC's film and video library, which is comprised of 2,200 film and video titles.

Personnel also locate and circulate film or videos from outside agencies, if required.

One of the most visible services provided by TLRC is the reference and information services, where staff provide information on available resources which may be used in classroom lessons, or more in-depth projects.

If the staff cannot accommodate queries using division resources, they may redirect them to other agencies.

Reference and information services personnel maintain a close liaison with the division's consultants for information and accessibility of

resource materials for curriculum development. The department also maintains circulating and specialized collections.

Proof reading and translation of materials are also offered on a limited basis.

Maintaining the philosophical goal of supporting educational growth of students at all levels through the use of libraries is an area the chief librarian feels that he is responsible.

"Since 1977 teachers have been aiming at helping students acquire independent learning skills.

"This has been a major significant change, because it means that the skills students acquire are broader than just library skills - the skills are related to everything going on in the classroom and in life," Mr. Brown said.

Earl Grey librarian, Evelyn Lamb says elementary schools begin developing independent learning skills in nursery and kindergarten classes through the library awareness programs.

"The key to developing library interest at the elementary level is to make the library a warm, inviting place where students do not feel threatened," she said.

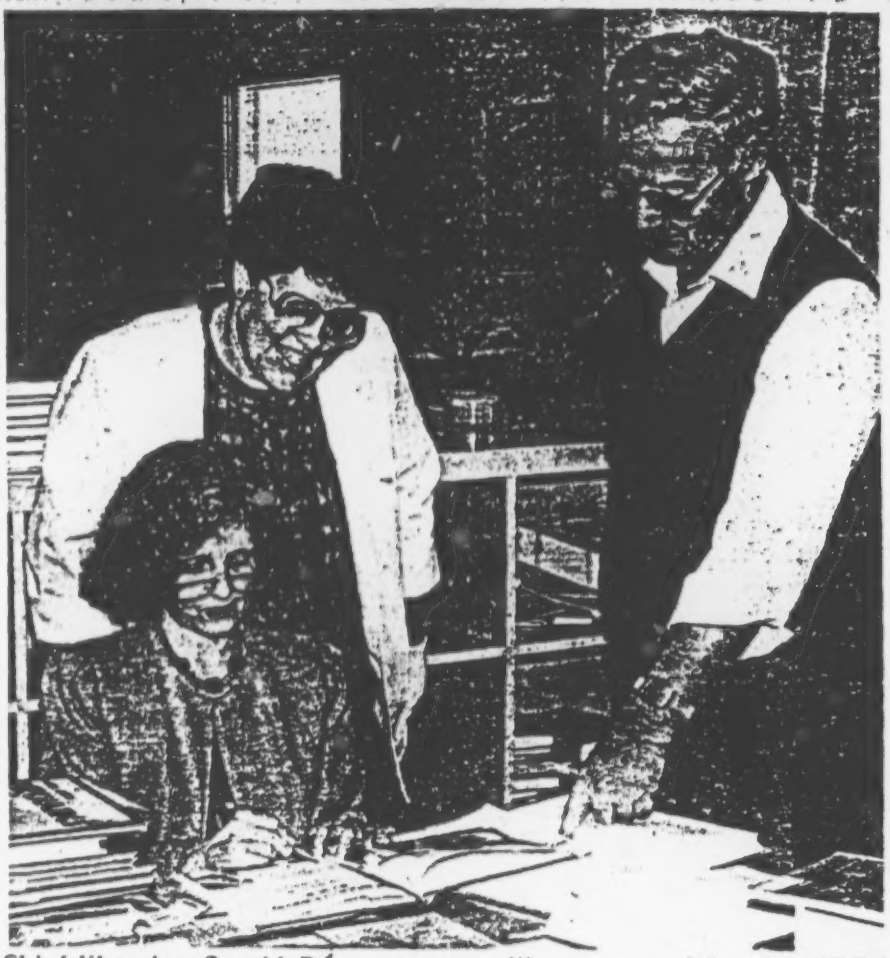
Mrs. Lamb said the non-threatening environment involves good teacher-librarian and teacher preparation using library materials and resources in promoting classroom activities.

The librarian said another library awareness aspect teacher-librarians and teachers develop in elementary students, is to expose them to the pleasures of recreational reading at an early age.

She says this cultivates an awareness in other types of literature, and gives students an appreciation for different styles of writing and this enables them to further develop their literary and language skills.

Library awareness takes on greater significance at the secondary level as teacher-librarians and classroom teachers strive to broaden students' learning skills.

Inglewood high school librarian Arlene Staniul says the use of textbooks at the secondary level is not all-encompassing, so relying on materials and resources offered through school libraries and TLRC is very important.



Chief librarian Gerald Brown peruses library materials with TLRC department heads Mary Green and Anne Hicks.

"Teachers and students have to look for information beyond what can be presented in the classroom. Libraries have to help supply those resources," Mrs. Staniul said.

The librarian said moves towards "untextbook courses", such as grade 12 geography, which studies current human and social aspects, increasingly puts teachers in situations where curriculum needs are heavily dependent on materials available through libraries.

Mrs. Staniul said the library also provides encouragement for students to write and create their own literary works by supplying them with samples of literature by different authors.

TLRC also publishes information through the media catalogue which details films and video selections for schools' use. A newsletter is also sent out in the division's administrative bulletin as well as in "Inklings", a monthly publication of resources, events and workshops available for library personnel.

Changes taking place in the curriculum or in availability of materials is passed on to teacher-librarians, classroom teachers and administrators through TLRC publications and workshops.

"Appraisals", another TLRC publication reviews new materials that are available to libraries. There is also a compilation of bibliographies for library use in subject areas of art, gifted and talented, multiculturalism and music.

"Some of the most exciting developments in cooperative planning and development of library programs is in work with consultants, using their skills in professional development of librarians," the chief librarian said.

Responsibilities

Appendix 2
Source: Saskatchewan Education.
Resource-Based Learning, 1987 p. 13-14

The province, the school division and the school each has a role to play in the development and maintenance of resource centre services in Saskatchewan. The responsibilities which fall into each jurisdiction's area of responsibility are as follows:

Province

Responsibilities which fall within provincial jurisdiction include:

- providing direction for the development and maintenance of a province-wide system of resource centre service through legislation, regulations and policies.
- developing guidelines to direct the development of resource centre services in Saskatchewan. These guidelines may include:
  - roles of principal, classroom teachers and resource centre personnel (professional and technical)
  - basic collection
  - collection development
  - budget
  - facilities
  - administrative support
  - resource sharing
  - co-operation with outside agencies
  - staffing
  - programming
- providing funding to school divisions through regular operating and capital grants and, where appropriate, through special initiatives.
- developing, communicating and continuously evaluating provincial policies and guidelines relating to resource centre programs.
- assisting school divisions to evaluate and assess their school library policies, guidelines and procedures.

Division

Responsibilities which fall within school division jurisdiction include:

- developing policies, guidelines and procedures for the resource centre program which, while addressing the unique needs of the division, are consistent with provincial policy. These policies and guidelines may include:
  - the division's legal responsibility for providing effective instructional programs
  - staff allocation
  - role of the resource centre
  - resource centre program development, implementation and assessment
  - roles and responsibilities of principal, classroom teachers and resource centre personnel (professional and technical)
  - selection of resources
  - sharing of resources
  - collection development
  - technical services.
- providing funds to division schools for the development and maintenance of effective resource centre programs.
- communicating, and continuously evaluating policies, guidelines and procedures relating to resource centre programs.
- evaluating and assessing resource centre policies and procedures developed in schools.

School

Responsibilities which fall within school jurisdiction include:

- developing statements of goals and objectives for the resource centre program based on the needs of the individual school.
- developing policies and programs consistent with divisional policies and guidelines.
- developing a budget for needed materials, supplies, equipment and services, based on identified resource centre goals and objectives.
- developing, communicating and continuously evaluating policies and procedures for the resource centre program.
- promoting, through the Board of Trustees or the Local School Advisory Committee, the implementation of provincial and divisional policies.

Province	Division	School
• developing an implementation plan to assist all schools to reach an acceptable standard of resource centre service.	• developing short and long-term plans for the implementation of policy and guidelines.	• developing long-term plans for the implementation of resource centre goals and objectives.
• providing leadership in the development of resource centre programs in Saskatchewan through: — inservice — research — dissemination of national and international trends and ideas — a teacher bursary program.	• providing leadership in the development of resource centre programs through: — inservice — professional development opportunities.	• providing co-operative inservice programming for teachers and teacher-librarians.
• providing leadership in the development of consultative services to school divisions.	• providing consultative service to individual schools and across the division.	
• recommending learning resources which support provincial courses of study.	• supplementing basic collections in individual schools by developing and providing access to a central collection.	• developing and organizing, for easy retrieval, a resource collection that supports the curriculum and meets individual and group needs.
	• ensuring the provision of a basic collection and professional services for very small schools.	• providing programs and services that ensure the planned use of the resource collection.
• including in all new curriculum guides, statements relevant to the role of the resource centre in relation to the specific subject area.		
• facilitating co-operation with professional associations and relevant outside agencies, for networking and sharing of resources.	• developing policies and reciprocal agreements relating to resource sharing, for the supplementing of collections at the school and divisional level.	• co-operating in resource sharing agreements initiated by the division.
• co-operating and initiating discussion with appropriate outside agencies, to ensure wide access to information, materials and services not otherwise available in the school.	• co-operating with appropriate outside agencies to ensure wide access to information, materials and services not otherwise available in the school.	• co-operating with appropriate outside agencies to ensure wide access to information, materials and services not otherwise available in the school.

1987-88 LIBARY MEDIA SERVICE GOALS FOR T.L.R.C.

Appendix 3

T.L.R.C.
School

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

GOALS IN COOPERATIVE TEACHING AND CONSULTING

1. To consult with principals, librarians and teachers to assist them in establishing the school's library media service program priorities and appropriate plans of action.
2. To work with teacher librarians in developing the skills used in the cooperative planning, teaching and evaluation process.

GOALS IN INDEPENDENT LEARNING SKILLS DEVELOPMENT

1. To work with teacher librarians to plan for the integration of ILS instruction into curricular units of study.

GOALS IN LITERACY AND CULTURAL APPRECIATION

1. To work with librarians and teachers to plan the integration of literary and cultural appreciations and understandings into library and classroom programs.
2. To share, within the division and externally, examples of successful LCA programs, including resource bibliographies.

GOALS IN PRODUCTION SERVICES

To assist principals and librarians in evaluating the scope of production service appropriate for their school programs.

2. To make available external expertise in assisting division personnel to develop their own production skills.

GOALS IN PUBLICITY AND PUBLIC RELATIONS

1. To organize informal support groups of principals and librarians to discuss the direction and maturity of library media service programs.
2. To produce Inklings, Appraisals, the Library Media Service Personnel Handbook revisions, Conference Calendar, specialized bibliographies or units of study for distribution in the division and externally.

GOALS IN ORGANIZATION AND ADMINISTRATION

1. To propose a feasibility study for automation involving a network of school library media services with T.L.R.C.
2. To present a film collection development plan to the Administration.

OTHER GOALS

1. To work cooperatively with subject area consultants in the effective utilization of media in their content area.
2. To plan and implement joint workshop and inservice programs with content area consultants.

September 1987
Date

Gerald R. Brown
Librarian's Signature

Principal's Signatu

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